

Delano Elementary Annual Plan (2025 - 2026)

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[G 1] Reading/Language Arts

By Spring 2026, through the implementation of a standards align core curriculum in each ELA classroom, students will receive a high quality and equable education. Teachers and school leaders, through a comprehensive professional development program will build their pedagogy in reading, writing, and Language Arts TN standards to align with instructional shifts. Students struggling to meet academic proficiency will receive targeted intervention and supports throughout the school year based on their identified area(s) of need. Early Literacy will continue to build a comprehensive level of foundational skills by using the science of reading.

Performance Measure

Delano will increase ELA on track and mastery proficiency rates in grades 3 - 5 from 47.3% in 2024 to 61.5% in 2026.

Performance will be measured using the following tools:

i-Ready Fall 2025, Winter 2025, and Spring 2026

School-level weekly and bi-weekly common formative assessments

TNReady Assessment

Performance Matters Assessment Fall, Winter, Spring

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 1.1] Standard Aligned Core Instruction Provide daily access to a rigorous reading/language arts curriculum that will develop students' deep understanding of the content, strengthen comprehension, and promote mastery of TN Standards to ensure students are career and college ready. Benchmark Indicator **Benchmark Indicator** **Implementation** * Daily Informal Walkthroughs feedback * Quarterly CFA Data Analysis * Monthly Data Team Meetings to discuss student assessments and standards aligned instruction	[A 1.1.1] Analysis of School-Wide Data Analysis of data from formative common assessments will serve as the primary source of all data digs. Administration and K-5 teachers will participate in a continuous cycle analyzing results from multiple data sources including i-Ready (Reading), and District Common Formative Assessments from i-Ready , School-level weekly and bi-weekly common formative assessment, results from TNReady Assessment and Performance Matters Assessment. By analyzing the data with fidelity, Delano administration and teachers will create actionable goals and implement a system for redelivery, and reassess non-mastered standards, which will increase mastery. Via parent-teacher conference, student progress will be shared with parents and students	Karen Simmons, Lajoyce, Cole, Toneka Charleston, Monica Clark-Nunley, Lakundra Shepherd, Content Teachers	04/10/2026	Title I	

* Weekly PLC Meeting Agenda, Minutes, and Attendance sheets. * Weekly Collaborative Planning and Deliberate Practice Feedback * Review Teacher lesson plans with standards **Effectiveness** * Executing daily walkthroughs will show an increase of rigorous reading language arts curriculum where 20% of students will increase 5% on track or mastery. * Implementing monthly data team meetings will show 20% of students will increase 5% on track or mastery. * Implementing weekly collaborative planning and deliberate practice sessions where 20% of students will increase 5% on track or mastery.	after the administration of each assessment. Data will be tracked by teachers and administration using data trackers (individual teacher) and school wide data trackers (located in conference room).				
	[A 1.1.2] Building Teacher Capacity Delano teachers, support staff and administrators will engage in a cycle of continuous improvement where the leadership team will model instructional expectations, engage teachers in collaborative planning and deliberate practice, allow a safe space for practice, conduct classroom walkthroughs, provide feedback, and monitor implementation to increase student mastery of the standards. Teachers will engage in the following activities: 1:1 planning conferences, peer observations, bi-weekly data digs, and analysis of student work. ILT and admin content leads will model expectations, provide timely feedback, and monitor students progress.	Monica Nunley - PLC Coach, Toneka Charleston - Instructional Facilitator , Lajoyce Cole - Dean of Students, Content Lead Teachers	04/10/2026		
	[A 1.1.3] Support a Rich Learning Environment Students and teachers will be provided with additional resources such as "Hit the Prompt" writing guide, classroom materials for literacy stations, including flashcards, hands-on manipulatives and games for centers, and	Monica Clark-Nunley - PLC Coach, Barbara Boller-Whitmore - Financial	08/29/2025		

	classroom/student supplies (chart paper, pencils, folders, agenda books, tape, and crayons) to enhance classroom instruction and improve student achievement.	Secretary			
[S 1.2] Professional Development Provide professional development for teachers, administrators, and instructional leaders on how to articulate the instructional practice shifts that will improve teachers' pedagogy of the content, master of standard look for, students' skill set, and students' proficient reading level of grade supported texts. Benchmark Indicator **Implementations** * Monthly Instructional Leadership Team meeting/minutes * Ongoing Formal and Informal Classroom Observations * Weekly Faculty Meeting * Weekly collaborative planning meeting/minutes * Monthly professional development meeting/minutes * Weekly PLC meeting/minutes **Effectiveness** * Weekly collaborative planning will result in a 10% increase in the percentage of teachers demonstrating effective implementation of the curriculum, resulting in students scoring 80% or higher on daily tasks. * Weekly PLCs will result in 100% of teachers receiving departmentalized support to increase overall student achievement by 10%. * Monthly ILT meetings will result in at least 95% of teachers following the instructional framework, resulting in LOE scores of level 3 or higher.	[A 1.2.1] Building Teacher Capacity We are committed to develop a cycle of continuous improvement where the leadership team will model instructional expectations, engage teachers in collaborative planning and deliberate practice, allow a safe space for practice, conduct classroom walkthroughs, provide feedback, and monitor implementation to increase student mastery of the standards. Teachers will engage in the following activities: 1:1 planning conferences, peer observations, bi-weekly data digs, and analysis of student work.	Monica Nunley - PLC Coach, Toneka Charleston - Instructional Coach, Lajoyce Cole - Dean of Students and Math Lead, Felicha McVay - Early Literacy, Karen Simmons - Principal, Stephanie T. Tooles - Social Studies Lead	04/10/2026		
	[A 1.2.2] Additional Professional Development Opportunities Provide ongoing, high quality professional	K-5 Content Leads, Monica Clark-Nunley -	04/10/2026		

	development at the school level that focuses on changing instructional practices that result in increased student achievement. Delano Optional School faculty and staff will participate in a continuous cycle of improvement including professional development provided by staff instructional experts, continued support on using Wonders, Writing and RTI implementation. A writing professional development with ELA Content Leads will support writing instructional delivery and student independent writing in alignment with the TDOE Writing Rubric. Administration and teachers participate in weekly PLC and collaborative planning meetings that focus on analysis of student work, data driven instruction, and increasing rigor and engagement. Professional development will be provided for Specialized Educational Assistants to build capacity and equip staff to efficiently support K-2 classroom teachers.	PLC Coach, Toneka Charleston - Instructional Coach, Lajoyce Cole - Dean of Students, and Lakundra Shepherd - Guidance Counselor			
[S 1.3] Targeted Intervention, Personalized Learning and Professional Development **Rationale** Provide academic interventions, personalized learning activities, an individualized learning plan, and various instructional approaches designed to meet the needs of specific learners to improve student achievement. Instructional leaders will conduct professional development of strategies for navigating AimsWeb, progress monitoring, and data management to provide cyclical support for teachers to ensure effective implementation of intervention strategies. Benchmark Indicator ### Implementation To support the effective delivery of targeted interventions and personalized learning, our school will implement a professional development plan	[A 1.3.1] Providing Additional Support for Struggling Learners A personalized learning plan will be created for all tier 2 and tier 3 students that prescribes intervention activities to meet their individual academic needs. Teachers will create personalized online lessons using the i-Ready platform and use the data to track student progress. This will be shared with students and parents during data conferences. Administration and K-5 teachers will monitor RTI intervention, facilitate professional development, review EdPlans, facilitate data meetings, and attend district mandated RTI training. Teachers will use grade level/content specific assessments to track student progress and identify skill deficits to reinforce through RTI2 intervention, and small group instruction. Host After School Tutoring twice per week for targeted students to provide intensive support to increase student mastery of standards and performance on formative assessments.	All teachers (K-5) Monica Clark-Nunley - PLC Coach, Toneka Charleston - Instructional Coach, Karen Simmons - Principal, Lajoyce Cole - Dean of Students, Lakundra Shepherd - Guidance Counselor	04/10/2026		

that equips educators with the tools, strategies, and data literacy needed to meet diverse student needs. Teachers will engage in ongoing training focused on: * Formative and diagnostic assessments to identify students for Tier 2 and Tier 3 interventions, quarterly * Reviewing teacher lesson plans weekly * Fall, Winter, Spring iReady student performance and weekly usage report * Weekly Collaborating planning, faculty meetings and PLC agendas and sign-in sheets ### Effectiveness * Weekly fidelity checks will reflect that 100% of teachers are implementing the RTI2 curriculum, which will result in students increasing by at least 2-3 data points during progress monitoring. * Weekly iReady reports will reflect a 5% increase in the number of students who score mastery on skill deficit areas. * Monthly progress monitoring data will reflect students increasing by at least 2-3 data points.					
	[A 1.3.2] School-Level Invention (Response to Instruction & Intervention) Delano will provide students with daily, additional instructional support in identified deficit areas via Response to Instruction and Intervention. Delano's Admin Team will monitor the fidelity of implementation of i Ready intervention and teacher assigned lessons, small groups, and learning stations. The Admin team will conduct informal walks, review data to analyze students performance and do fidelity checks. Administrators will continue to collaborate with K-5 teachers to support the implementation of the Response to Instruction and Intervention instructional design.	All teachers (K-5) Monica Clark-Nunley - PLC Coach, Toneka Charleston - Instructional Coach, Karen Simmons - Principal, Lajoyce Cole - Dean of Students, Lakundra Shepherd -	04/10/2026		

		Guidance Counselor			
[G 2] Mathematics By Spring 2026, through the implementation of a standards align core curriculum in each mathematics classroom students will receive a high quality and equable education. Teachers and school leaders, through a comprehensive professional development program will build their pedagogy in mathematic standards to align with instructional shifts. Students struggling to gain procedural and conceptual understanding to meet academic proficiency will receive targeted intervention throughout the school year. Performance Measure Delano will increase Mathematics on track and mastery proficiency rates in grades 3 - 5 from 52.7% in 2024 to 57.7% in 2026. Performance measures will be monitored by the following: i-Ready Fall 2025, Winter 2025, and Spring 2026 School-level weekly and bi-weekly common formative assessments TNReady Assessment Performance Matters Assessment Fall, Winter, Spring					
Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 2.1] Standard Aligned Core Instruction Teachers will plan and execute standard aligned lessons with intentionality and focus (data-informed instruction) to provide daily access to a rigorous math curriculum (Envision/5E Model) that will develop students' engagement in important content, build on prior knowledge (pre-requisite skills), and promote mastery of TN Standards to ensure students are career and college ready. **Rationale:** Provide daily access to a rigorous reading/language arts curriculum that will develop students' deep understanding of the content, strengthen comprehension, and promote mastery of TN Standards to ensure students are career and college ready. We will utilize the Envision math curriculum and 99 Math as an online fluency	[A 2.1.1] Analysis of School-Wide Data Provide ongoing, high quality professional development at the district and school level for school leaders, teachers, and other instructional staff that focuses on instructional shifts and strategies that result in improved student performance. **Rationale:** * Provide professional development for teachers, administrators, and instructional leaders on how to articulate the instructional practice shifts that will improve teachers' pedagogical knowledge of the content and increasing students' skill set, and proficiency in mathematics.	Karen Simmons, Lajoyce Marzette, Toneka Charleston, Monica Clark-Nunley, Lakundra Shepherd, Content Teachers	05/22/2026		

resource and implementation of district curriculum expectation. Benchmark Indicator **Implementation** * Daily Informal Walkthroughs * Monthly Data Team Meetings to discuss student assessments and standards aligned instruction * Weekly PLC Meetings/Minutes * Weekly Collaborative Planning and Deliberate Practice * Lesson Plans with standards * Instructional Walkthroughs * Curriculum Maps **Effectiveness** * 80% of students will meet or exceed proficiency on bi-weekly formative assessments * Walkthroughs will show 90% fidelity to TN standards-aligned instruction (weekly monitoring) * Quarterly increase in students scoring "on-track" or "mastered" on benchmark assessments					
	[A 2.1.2] Building Teacher Capacity We are committed to develop a cycle of continuous improvement where the leadership team will model instructional expectations, engage teachers in collaborative planning and deliberate practice, allow a safe space for practice, conduct classroom walkthroughs, provide feedback, and monitor implementation to increase student mastery of the standards. Teachers will engage in the following activities: 1:1 planning conferences, peer observations, bi-weekly data digs, and analysis of student work.	Monica Nunley - PLC Coach, Toneka Charleston - Instructional Coach, Lajoyce Cole - Dean of Students and Math Lead, Felicha McVay - Early Literacy, Karen Simmons - Principal, Stephanie T.	04/10/2026		

		Tooles - Social Studies Lead			
	[A 2.1.3] Improving Student Achievement Students and teachers will be provided with additional resources such as flashcards, hands-on manipulatives and games for centers, and classroom/student supplies (calculators, chart paper, pencils, folders, agenda books, and crayons) to enhance classroom instruction and improve student achievement. After-school tutoring will be provided for Tier II and Tier III students.	Monica Clark-Nunley - PLC Coach, Barbara Boller-Whitmore - Financial Secretary	04/10/2026		
[S 2.2] Professional Development Provide ongoing, job-embedded professional development focused on instructional best practices, data-driven decision-making, and student support strategies. Teachers and staff participate in weekly PLC meetings where they analyze student data, plan targeted interventions, and share effective instructional strategies. Benchmark Indicator ### Implementation Bi-weekly faculty meeting/PD agenda and sign-in sheets Weekly PLCs and collaborative planning session agendas and sign-in sheets Teacher Observations Weekly Lesson Plans To strengthen instructional practices and support school-wide improvement goals, our school will implement a comprehensive professional development plan that is ongoing, collaborative, and data-driven. Teachers and staff will participate	[A 2.2.1] Differentiated Professional Development Provide professional development for teachers, administrators, and instructional leaders on how to articulate the instructional practice shifts that will improve teachers' pedagogical knowledge of the content and increasing student's skill set and proficiency in mathematics.	All teachers (K-5) Monica Clark-Nunley - PLC Coach, Toneka Charleston - Instructional Coach, Karen Simmons - Principal, Lajoyce Cole - Dean of Students, Lakundra Shepherd - Guidance Counselor	04/24/2026		

in weekly PLCs focused on analyzing student data, planning targeted instruction, and sharing best practices. Monthly professional development sessions will be facilitated by the Instructional Facilitator and district specialists, covering topics such as differentiated instruction, personalized learning, behavior interventions, and effective use of instructional technology. Staff will also engage in peer observations, coaching cycles, and model lessons to promote reflective practice and continuous growth. Professional development will be aligned with SIP priorities, including improving student achievement, enhancing engagement, and supporting social-emotional learning. All PD activities will be documented and evaluated for alignment with school goals. ### Effectiveness Walkthroughs show 80% of classrooms implementing PD strategies (monthly review) 85% of teachers apply instructional shifts within 30 days of PD (monthly follow-up) Quarterly increase in teacher evaluation scores in instructional domains					
	[A 2.2.2] Additional Professional Development Opportunities Provide ongoing, high quality professional development at the school level that focuses on changing instructional practices that result in increased student achievement. Delano Optional School faculty and staff will participate in a continuous cycle of improvement including professional development provided staff instructional experts, continued support on using Envision math curriculum, and RTI implementation.	K-5 Content Leads, Monica Clark-Nunley - PLC Coach, Toneka Charleston - Instructional Coach, Lajoyce Cole - Dean of Students, and	04/10/2026		

	Administration and teachers participate in weekly PLC and collaborative planning meetings that focus on analysis of student work, data driven instruction, and increasing rigor and engagement	Lakundra Shepherd - Guidance Counselor			
[S 2.3] Targeted Interventions and Personalized Learning Provide academic interventions, personalized learning activities, an individualized learning plan, and various instructional approaches designed to meet the needs of specific learners to improve student achievement. Instructional leaders will conduct professional development of strategies for navigating AimsWeb, progress monitoring, and data management to provide cyclical support for teachers to ensure effective implementation of intervention strategies. Benchmark Indicator **Implementation** * During the day tutoring log * Extended learning tutoring log * Master and intervention schedule review per semester * ILPs updated and monitored bi-weekly for targeted students **Effectiveness ** Quarterly review of grade reports for students enrolled in summer learning opportunities will show a 10% increase on progress on nine-week report card grading scale (i.e. from D to C or F to D, etc.). 20-day progress monitoring data review will show students' performance in targeted intervention to determine next steps of intervention support. Students will show continuous progress from Tier III to Tier II or Tier II to Tier I.	[A 2.3.1] Providing Additional Support for Struggling Learners A personalized learning plan will be created for all tier 2 and tier 3 students that prescribes intervention activities to meet their individual academic needs. Teachers will create personalized online lessons using the i-Ready platform and use the data to track student progress. This will be shared with students and parents during data conferences. Administration and K-5 teachers will monitor RTI intervention, facilitate professional development, review EdPlans, facilitate data meetings, and attend district mandated RTI training. Teachers will use grade level/content specific assessments to track student progress and identify skill deficits to reinforce through RTI2 intervention, and small group instruction. Host After School Tutoring twice per week for targeted students to provide intensive support to increase student mastery of standards and performance on formative assessments.	All teachers (K-5) Monica Clark-Nunley - PLC Coach, Toneka Charleston - Instructional Coach, Karen Simmons - Principal, Lajoyce Cole - Dean of Students, Lakundra Shepherd - Guidance Counselor	04/10/2026		
	[A 2.3.2] Implement School-Level Intervention (Response to Instruction & Intervention) Delano will provide students with daily, additional	All teachers (K-5) Monica Clark-Nunley -	04/10/2026		

	instructional support in identified deficit areas via Response to Instruction and Intervention. Delano's Admin Team will monitor the fidelity of implementation of Response to Instruction and Intervention. Delano will continue to collaborate with school psychologist) to support the implementation of the Response to Instruction and Intervention instructional design. To address academic disparities and support diverse learner needs, our school will implement a multi-tiered system of support (MTSS) that includes targeted interventions and personalized learning strategies. Teachers will use formative assessments and diagnostic tools to identify students requiring additional support. Based on data, students will be grouped for small-group instruction, one-on-one tutoring, and digital learning pathways tailored to their skill levels and learning styles.	PLC Coach, Toneka Charleston - Instructional Coach, Karen Simmons - Principal, Lajoyce Cole - Dean of Students, Lakundra Shepherd - Guidance Counselor			
	[A 2.3.3] Conduct Professional Development Instructional staff will receive ongoing professional development on differentiated instruction, data analysis, and the integration of adaptive learning technologies. Intervention blocks will be scheduled into the school day to ensure consistent access without disrupting core instruction. Progress monitoring will occur bi-weekly, and adjustments to interventions will be made based on student growth data.	LaJoyce Marzette, Dean of Students	01/30/2026		

[G 3] Chronic Absenteeism

By Spring 2026, we will foster a safe and healthy student-focused learning environment and improve students' attendance and behavior through the implementation of attendance and behavioral interventions and supports, continued professional development grounded in instructional best practices, and stakeholder engagement activities and resources.

Performance Measure

Chronic Absenteeism Delano would like to reduce chronic absenteeism from 12.3% in Spring 2024 to 10% for Spring 2026.

Interventions and supports will be measured using the following:

* PowerSchool Data

* PowerBI Data * Share Point					
Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 3.1] Attendance and Behavior Interventions and Supports **Rationale** Implement targeted interventions and support programs and initiatives that address identified behavior needs and provide appropriate student supports. Benchmark Indicator **Implementation** * Monthly School Calendars with school wide updates this will help to reduce chronic absenteeism by 2.4% * 20-day attendance reports * Daily attendance logs and follow-up records maintained * Quarterly PD logs for SEL/PBIS strategies **Effectiveness** Chronic absenteeism will be decreased by 2.3%, and student behavior will be decreased or sustained at 1.1% or lower. - o 20-day attendance reports will reflect a 2% decrease in the number of students absent from school. - o 5% monthly reduction in chronic absenteeism	[A 3.1.1] Attendance & Behavior Interventions and Supports Implement targeted interventions, support programs and initiatives that address identified behavior needs and provide appropriate student supports.	K-5 Teachers, Lakundra Shepherd - Guidance Counselor, Lajoyce Cole - Dean of Students, Karen Simmons - Principal, Charnal Howard - Secretary	05/15/2026		

Effectiveness will be measured through reductions in chronic absenteeism. Attendance data will be reviewed monthly to identify trends and evaluate the impact of interventions. Student surveys and staff feedback will be used to evaluate school climate and the perceived effectiveness of behavior supports. Improvements in attendance and behavior will be correlated with academic performance to ensure holistic student success. The goal is to foster a safe, supportive, and engaging learning environment where all students are present, respectful, and ready to learn. Executing monthly incentive celebrations Delano Attendance Hero Class recognition on morning announcement. Quarterly parent meetings with parents of chronically absent students to reduce the number of absences. Daily phone calls of absent students by teachers, office admin, dean of students, or guidance counselor.					
	[A 3.1.2] Decrease Chronically Absenteeism Delano Optional School will consistently track and analyze attendance data to monitor absenteeism rates and identify family needs having an adverse effect on attendance. The team will adhere to the District Attendance Plan aligned to monitoring, tracking, and incentivizes students for positive attendance rates and to decrease the chronic absenteeism rate caused by excessive tardiness, which will improve the overall student attendance rate. Develop and agreed upon definition and	Karen Simmons-Principal, LaKundra Shepherd-Guidance Counselor, Lajoyce Cole - Dean of Students, Charnal	05/22/2026		

	understanding of the impact of chronic absences, the capacity to track and analyze data including the influence of health and behavioral issues, and strategies and plans to address the issue.	Howard - Secretary			
	[A 3.1.3] Implement RTI-B Plan Delano will utilize and fully implement the Response to Instruction and Intervention for Behavior (RTI2-B) initiative. The Response to Instruction and Intervention for Behavior Team will provide training for the school's faculty and staff on classroom management techniques to prevent and lessen the number of minor infractions. The school counselor will monitor the number of student referrals. The RTI-B Team will meet collectively with stakeholders including parents, teachers, to implement positive behaviors supports. We will provide incentives such as the 20-day attendance celebrations, Blue Jean Fridays, School-wide daily announcement of attendance, E-Club Parties after each report card period, and Weekly Attendance Shout Out to classes with the highest attendance rate during morning announcements to encourage upward trajectory of attendance. The plan will go into effect the first day of school, 2024 - 2025 school year.	K-5 Teachers, Karen Simmons - Principal, Lakundra Shepherd - Guidance Counselor, Lajoyce Cole - Dean of Students, Marilyn Grandberry - Secretary	05/22/2026		
[S 3.2] Professional Development **Rationale** Provide ongoing, high quality professional development at the school level for leaders, teachers, and other instructional staff to focus on changing instructional practices that result in improved student attendance and behavior positively impacting student achievement. Benchmark Indicator **Implementation** Bi-weekly faculty meeting/PD agenda and sign-in sheets	[A 3.2.1] Professional Development Provide ongoing, high quality professional development at the district-level and school site for school leaders, teachers, and other instructional staff to focus on changing instructional practices that result in improved student attendance and behavior positively impacting student achievement.	K-5 Teachers, Karen Simmons - Principal, Lakundra Shepherd - Guidance Counselor, Lajoyce Cole - Dean of Students	05/22/2026		

Weekly PLCs and collaborative planning session agendas and sign-in sheets					
Effectiveness Student attendance per 20-day cycle will show increase in daily attendance by at least 3%.					
	[A 3.2.2] Additional Professional Development Opportunities Delano's administrators, ILT members, content leads, and District Coaches will facilitate learning opportunities for teachers in grades K-5. Teachers will participate in professional development to support academic growth and achievement. PD will be provided to increase teachers' understanding of blended learning, technology integration, STEM, project-based learning, school counseling services, and delivering highly rigorous instruction.	Karen Simmons-Principal, Monica Clark-Nunley, PLC Coach, Lajoyce F. Cole - Dean of Students, Lakundra Shepherd - Guidance Counselor	05/22/2026		
[S 3.3] Parent, Family, and Community Engagement **Rationale** ****Parent, family, and community engagement events will be offered at flexible times to promote family involvement leading to an increased awareness of school expectations and to promote a culture and climate that supports and reinforces positive behavior and a safe school environment. Benchmark Indicator **Implementation** 1. Review attendance data in PowerBi weekly 2. Run special attendance report in PowerSchool weekly 3. Review school counselor student mentor log 20-day reporting period	[A 3.3.1] Conduct Student Attendance Review Team (SART) Meetings Student Attendance Review Team (SART) will meet weekly to analyze attendance data. SART mentors/classroom teacher will make contact with parents after 3 consecutive days, and after 5 consecutive days SART will began review process and parent conference with administrator. Calls will go out weekly to encourage attendance and communicate the impact of attendance on academics. Monthly calendar is issued to provide school-wide updates, daily folder goes home to communicate conduct and academic progress. Monthly PTA Nights, Title I Meetings twice a year.	Karen Simmons - Principal, Lakundra Shepherd - Guidance Counselor, Lajoyce Cole - Dean of Students	05/22/2026		

Effectiveness * Students of parents that attending parent, family, and community engagement events will show an increase in CFA scores by at least 5%.					
	[A 3.3.2] Host School Level Parent Trainings The Delano Optional School Response to Instruction and Intervention for Behavior Team will provide a training session each quarter for parents of students. Each training session will address trending behaviors at school and possible ways parents can help lessen the likelihood of such behaviors. During the training sessions, the Team will emphasize what an important role attendance plays in their child's education. Parents will also be informed of the nature of the trending occurrences, how often these infractions are occurring, possible strategies to prevent these behaviors from happening again, and the effects of the consequences on a child's attendance if these issues persist. Parents should leave each training session equipped with knowledge of trends and possible ways to curtail it in support of their child's education.	Karen Simmons - Principal, Lakundra Shepherd - Guidance Counselor, Lajoyce Cole - Dean of Students	05/22/2026		
	[A 3.3.3] Collaborate with Community Partners Outside community leaders and resources will be made available to parents and students in an attempt to gain additional resources and support. These collaborations will afford DES to provide parents with additional support in the area(s) of academic enrichment, professional development opportunities, and intervention for home to school support.	Karen Simmons, Principal	06/30/2026		